

Appendix F

Nationally Recognized SBRR Experts

Nationally Recognized SBRR Experts

The following nationally recognized experts have agreed to provide training in their area of SBRR expertise.

1. Dr. Linnea Ehri -(Member of National Reading Panel Subgroup on Alphabetics): Phonemes and Phonics. Topics will include:

Phonemic Awareness:

- The speech sounds in English and the pronunciation of phonemes for instruction
- The progression of development of phonological skill
- The difference between speech sounds and letters that represent them
- The casual links between early decoding, spelling, word knowledge, and phoneme awareness
- Selecting and using a range of activities representing the development progression of phonological awareness

Phonics:

- Speech-to-print correspondence at the sound, syllable, and morphological levels
- The developmental progression in which orthographic knowledge is generally acquired
- How beginner texts are linguistically organized
- The differences among approaches teaching word attack
- Why instruction in word attack should be active and interactive
- Choosing examples of words that illustrate sound-symbol, syllable, and morpheme patterns
- Selecting and delivering appropriate lessons according to students' levels of spelling, phonics, and word identification skills
- Explicitly teaching the sequential blending of individual sounds into a whole word

2. Dr. S.J. Samuels - (Member of National Reading Panel, Co-Chair of Subgroup on Fluency). Topics will include:

Fluency:

- How word recognition, reading fluency, and comprehension are related to one another
- Text features that are related to text difficulty
- Which students should receive extra practice with fluency development and why
- Determining reasonable expectations for reading fluency at various stages of reading development, using research-based guidelines and appropriate state and local standards and benchmarks
- Helping children select appropriate texts of sufficiently easy levels to promote ample independent as well as oral reading (zone of proximal development)
- Using techniques for increasing speed of word recognition

Using techniques for repeated readings of passages, such as alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times

3. Dr. Elfrieda Hiebert - (National Expert on Vocabulary & Comprehension). Topics will include:
Vocabulary:

- The role of vocabulary development and vocabulary knowledge in comprehension
- Selecting words for direct teaching before, during, and after reading
- The role and characteristics of direct and contextual methods of vocabulary instruction

- Reasonable goals and expectations for learners at various stages of reading development and appreciating the wide differences in students' vocabularies
 - Why books themselves are a good source for word learning
 - Selecting material for reading aloud that will expand students' vocabulary
 - Selecting words for instruction before a passage is read
 - Teaching word meanings and exemplifying uses, associations to known words, and word relationships
 - Providing for repeated encounters with new words and multiple opportunities to use new words
 - Explicitly teaching how and when to use context to figure out meanings
 - Helping children understand how word meanings apply to various contexts by talking about the words they encounter in reading
4. Dr. Joanna Williams - (Member of National Reading Panel Subgroup on Comprehension). Topics will include:

Comprehension:

- The cognitive process involved in comprehension and the techniques and strategies that are most effective, for what types of students, and for what context
- The typical structure of common narrative and expository genres
- The characteristics of "reader friendly" texts
- Phrase, sentence, paragraph, and text characteristics of "book language" that students may misinterpret
- Varying reading strategies based on purpose
- The similarities and differences between written composition and text composition
- The role of background knowledge in text comprehension
- Helping children engage texts and consider ideas deeply
- Choosing and implementing instruction appropriate for specific students and texts
- Facilitating comprehension of academic language such as connecting words, figures of speech, idioms, humor, and embedded sentences
- Communicating directly to children the value of reading for various purposes
- Helping students use written responses and discussion to process meaning more fully
- Previewing text and identifying the background experiences and concepts that are important for comprehension of that text and that students call on or acquire that knowledge

Each expert will facilitate a 1-3 day workshop/conference once a year in their specialty area for State Level providers and District Reading Coaches. These advanced training sessions are critical for the development of deeper levels of expertise for State and District Level PD providers. (Years 1: January 2004 to June 2004 for State Level Trainers; Years 2-6: on-going for State and District Level).

Consultation on initial and long-term professional development training in relation to SBRR (Years 1-6)